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ABSTRACT

Intended to make the issue of landmines pertinent and accessible to the classroom teacher, this curriculum unit provides material to teach elementary school students about the issue of landmines, including the problems, the politics, and the solutions. The unit helps students learn how to study current issues and how to voice their concerns about issues that involve real people and require real solutions. The unit's assessment is an accumulation of three activities, each designed to further student learning. Students complete a "Landmine Mini-Topic" presentation to demonstrate a basic understanding of an issue involving or relating to landmines; write a persuasive letter to a public official or an editor of a publication and design a poster about the landmines issue; and develop and deliver a persuasive speech. Seven handouts offer information about landmines, directions for projects, and discussion questions. Appendixes contain a list of non-governmental and international organizations and informational resources. (BT)

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Landmines: Exploring the Hidden Crisis. A Standards Based Curriculum Unit for the Elementary Grades.

by Elizabeth Duncan

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LANDMINES

EXPLORING THE HIDDEN CRISIS

a standards based curriculum unit for the elementary grades

written by

Elizabeth Duncan

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CENTER FOR TEACHING INTERNATIONAL RELATIONS

Landmines:

The Hidden Crisis

For Upper Elementary Grades

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Landmines: The Hidden Crisis

The curriculum series *Landmines: The Hidden Crisis* is a collaborative project of the Center for Teaching International Relations (CTIR) and the US State Department. The curriculum developers at CTIR created standards based curriculum units to make the issue of landmines pertinent and accessible to the classroom teacher. Separate units have been developed for the elementary, middle, and high school levels. CTIR has drawn upon the national geography standards outlined in *Geography for Life: National Geography Standards.*

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Landmines: The Hidden Crisis
A Unit for Elementary School Students

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To Walk the Earth in Safety: An Introduction to Landmines For Elementary School Students

Overview:
The purpose of this assessment is to teach elementary school students about the international issue of landmines, including the problems, the politics, and the solutions. In addition, this assessment aims to raise consciousness in American communities about the international issue of landmines. The assessment combines learning with action and strives to challenge students to think beyond the bounds of their own lives and to look at the world as active global citizens.

Landmines provide a challenging topic for elementary school students. The issues involved with landmines introduce students to the complexities of international politics and the horrors of war. Students learn how to study current issues and how to voice their concerns about an issue that involves real people and real solutions. Students gain a purpose for their writing and speaking, as well as the ability to support their opinions with facts.

This assessment is an accumulation of three activities, each designed to further student learning. Students will complete a "Landmine Mini-Topic" presentation to demonstrate a basic understanding of an issue involving or relating to landmines. Students will write a persuasive letter to a public official or an editor of a publication. Students will also design a poster about the landmines issue. The final assessment will be a persuasive speech

Inquiry Question: What are the issues involved with the international problem of landmines and how can students voice their concerns about the issues?

Grade Level: Upper Elementary

Time Allotment:
Students will need about 10 hours of instruction to be able to meet the standards upon which the assessment is based, as well as work time to complete the projects.

The assessment is based upon the following national standards:

Source: *Geography for Life, National Geography Standards*

A. The World in Spatial Terms

Students know how to use maps and other geographic tools to locate and derive information about people, places, and environments.

B. Human Systems

Students understand how political, cultural, and social processes influence the division and control of the earth's surface and human population.

C. The Uses of Geography

Students apply knowledge of people, places, and environments to interpret the past and present and to plan for the future.

D. Reading and Writing

Source: Denver Public School Standards

Students write and speak for a variety of purposes and audiences.

Students will be prepared to complete this assessment and meet the standards when they are able to do the following:

- describe the landmine problem, including the causes of the use of landmines, the difficulties with clearing landmine areas, long-term problems for communities with landmines (transportation, education, prosthesis and other health issues) and how landmines influence people living in mine affected areas.
- locate at least three places on a globe where landmines are present and the political situation that created the landmine problem.
- demonstrate knowledge of a variety of ways students in the United States can work toward solutions to the many problems created by landmines.
- demonstrate knowledge of how landmines affect people living in countries with landmines.
- know and demonstrate letter-writing skills.
- know and demonstrate how to make an effective display.
- know and demonstrate how to research a current issue.
- know and demonstrate how to give a formal speech.

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Formal Assessment: A Persuasive Speech about Landmines
Teacher Instructions

The formal assessment of student learning about landmines will be a persuasive speech about landmines. Students will present a speech that culminates and includes information from the three activities (mini-topics, letter to official or editor, poster display). The speech will include:

- an introduction to the landmine problem.
- accurate facts about landmines.
- information about how landmines affect the lives of people.
- why the student believes landmines violate human rights.
- at least one way people can try to solve the landmine problem.

The teacher will need to prepare students for the assessment by teaching speech making skills (see Student Directions for Formal Assessment) and being sure that students are aware of the criteria for assessment (see Rubric for Assessment).

3

Formal Assessment: A Persuasive Speech
Student Directions

For the formal assessment of the landmines unit, you will need to use information you have learned in the activities and give a persuasive speech about landmines. The information you have learned about landmines is important for others to know, and your speech will allow you to share what you have learned.

For this assessment, you will pretend that you have been asked by the United Nations Landmine Fact Finding Commission to testify before their committee as an expert on landmines. Your formal speech will include the following information:

- an introduction to the landmine problem.
- accurate facts about landmines.
- identify on a map some places where there is a landmine problem.
- information about how landmines affect the lives of people.
- why you believe landmines violate human rights.
- at least one way people can try to solve the landmine problem.

You will need to follow standard procedures for giving a formal presentation. These include:

1. Prepare an exciting, emotion filled introduction to the landmine problem. You could ask a question, use a thought provoking quotation, make a strong statement, or tell a poignant story. The purpose of the introduction is to get the attention of the people listening to your speech.

2. Write an outline of what you plan to say in your speech and the order in which you want to say it. Your speech should be 3 – 5 minutes long.

3. Write on notecards short phrases to remind you of what you want to say. You will refer to the notecards to keep your speech on track and to make sure you do not leave out something you want to say.

4. Practice your delivery. The more practiced you are, the better your speech will be.

5. Present your speech to your class. Remember to:
   - Look at the audience.
   - Speak loudly and clearly.
   - Speak in a slow, natural tone. Look at your notes only when you need a reminder.
   - Use clear, correct language.

Rubric for Element

Criteria weight	Pre Basic (1 point)	
Addresses Standard C ***Student describes and understands the landmine problem, and supports problem with factual information.*** X 1	Little knowledge evident; lacks key ideas.	Familiar landmine basic, ap
Addresses Standard A ***Uses a map to illustrate where landmines are located and the political situation that created the landmine problem.*** X 1	Does not locate on a map where landmines are located.	Can loca on a map are locat that land of war.
Addresses Standard B ***Demonstrates knowledge of how landmines affect real people.*** X 1	Presents unclear or vague knowledge of how landmines affect people.	Presents of how l people.
Addresses Standards B & C ***Demonstrates knowledge of a variety of ways that students in the United States can work toward a solution to the landmine problem.*** X 1	Needs more information.	Valid co ways stu toward s little dep

or Elementary Landmines Assessment

	Basic (2 points)	Proficient (3 points)	Advanced (4 points)
lent;	Familiar with key ideas about landmine problem. Includes basic, appropriate facts.	Familiar with major ideas and concepts and supports with appropriate facts.	Demonstrates substantial knowledge of landmine problem and supports with relevant factual information.
map	Can locate two or three places on a map where landmines are located, and understands that landmines are weapons of war.	Can locate three places on a map where landmines are located and describe the political situation that created the landmine problem in one of the countries.	Can locate three or more places where landmines are located and describe in depth the political situation that created the landmine problem in one or more of the countries.
ague ple.	Presents limited knowledge of how landmines affect people.	Presents at least three ways in which landmines affect people.	Presents extensive knowledge of ways in which landmines affect people.
ion.	Valid content in one or two ways students can work toward solutions, but includes little depth or elaboration.	Accurate content in at least one way students can work toward solutions and includes some elaboration.	Precise information about one or more ways that students can work toward solutions, and includes elaboration.

Suggested Activities:

Activity 1: Landmine Mini-Topics

To begin the unit, the teacher will need to familiarize students with the issue of landmines. A general information handout is attached (see Handout 1) or excellent current information is also available on the Internet from the United Nations at www.un.org. Students should have the opportunity to read and discuss the problem with each other and brainstorm the obvious and not so obvious problems with landmines.

As an introductory activity, students will choose or be assigned a "Landmine Mini-Topic" to research and to generate 3-10 facts about their topic. Student should be given "Student Directions for Landmine Mini-Topic" (see Handout 2). The handout lists many mini-topics that will bring students to an understanding of the problem of landmines. After topics have been chosen or assigned, either to individuals or pairs of students, students should ask themselves what they already know and what they need to learn related to their topic.

The teacher should model for students how to locate information on current topics by using Internet, newspapers, magazines, government publications, or other resources available to students. Students should be given note cards and provided time and resources to identify interesting facts. Teachers may need to create a learning center with special resources or allow students time in the media center, a public library, or access to the internet or computer resources for students to be successful in their quest of topic related facts.

Students should carefully record their facts on paper, revise and edit, and publish each fact on a card. Students are expected to find 3-10 complete facts on their topic. When the cards are finished, they should be mounted on a poster board, titled with the "Landmine Mini-Topic" subject. Students could also include at least one illustration, diagram, or map on their mini-topic poster board display.

Students should present their "Landmine Mini-Topic" to the class as an expert on the topic. The posters should be displayed around the classroom so that students can refer to them for the following activities.

Activity 2: Writing a Letter to a Public Official or an Editor regarding Landmines

Students should have a better understanding of the worldwide problem of landmines after their landmine mini-topic research and listening to the array of presentations on landmine topics. Students will then write a letter to a public official regarding landmines or a letter to the editor of a publication, using standard formal letter format (Handout 3).

Students will compose one of two letters. The letter to a public official should be a courteous letter stating facts about landmines, their personal opinion about landmines, and a specific action they would like the official or the general public to take. The Letter to the Editor of a publication should be a letter urging the general public to action (Handout 3).

Students will need to determine to whom to send their letter. They may choose a public official: a state or national Congressperson, a Senator, an Ambassador or other UN representative. Students writing a Letter to the Editor should determine an appropriate publication.

Activity 3: Creating a Poster about Landmines.
In this activity, students will first be given a copy of "The United Nations Declaration on the Rights of the Child" (Handout 4). In small groups, students should discuss children's rights (see Handout 6).

Then students will read excerpts from "Landmines: Stories of Courage and Survival" from the UN landmine website (Handout 5). These real life accounts of the horrors of landmines contrast greatly with the UN Rights of the Child. Have students compare the stories to the rights and find instances when a child's rights have been violated.

Students will create individual posters that illustrate how landmines violate the rights of children. Each student will choose a real life incident from the "Stories of Courage and Survival" and draw the scene on his or her poster. Words on the poster should highlight basic human rights and/or children's rights and the picture will show how landmines violate rights. A slogan or words against landmines should also be included on the poster (See Handout 7).

An Introduction to Landmines

"We must end landmines, the hidden killers that murder and maim more than 25,000 people a year ... Our children deserve to walk the Earth in safety."
President Bill Clinton, September 24, 1996

Adapted from: United Nations Landmine Online Information available at *www.un.org.pubs.cyberschoolbus*

Landmines are weapons that are used in war-torn nations that can not be seen because they are buried underground. When a person walks over a landmine, it explodes - hurting or killing the person. Most of the people who are hurt by landmines are not soldiers, but adults and children living in villages or farms in countries all over the globe.

There are no hidden landmines in the United States, so children growing up here do not have to worry about landmines in their own lives. But for people in some parts of the world, landmines are something they need to think about all the time. The United Nations, the world-wide organization devoted to world-wide peace, believes that children in the United States can help make a difference in the world by learning about and speaking out against landmines.

Here are some facts about landmines, published by the United Nations:

- It is estimated that more than 110 million active landmines are scattered in 68 countries.
- Every month over 2,000 people are killed or maimed by landmine explosions. Most of the people who die are not soldiers but are civilians (everyday citizens) in the country.
- Many countries are still planting landmines instead of making the earth safe by removing them. For every mine that is removed, 20 more are buried under ground.
- It is estimated that landmines cost about $20.00 each to place in the ground, but it costs about $500.00 each to remove them so they do not harm people.
- Landmines have increased in use over the past 20 years because of increased civil conflicts. Mines disrupt the lives of the civilians in landmine infested countries. Landmines can be used to keep people away from farming land for the food they need, getting fresh water to drink, and traveling safely on roads.
- People who are hurt by landmines have very special problems. They can be disabled by losing their arms or legs, and may need surgery to amputate a destroyed limb. They also may need a prosthesis - or artificial limb - to replace their missing limb and a lot of medical treatment.
- Landmines make it difficult to get emergency supplies and relief assistance to people who need it. This is because other landmines may be in the area and are dangerous to the relief workers as well as the citizens.
- Clearing landmines is extremely dangerous.
- Landmines can remain active for over 50 years, so the threat they pose stays long after the war is over.

Student Directions for Landmine Mini-Topics

The international topic of landmines is vast and complicated. There are many things to learn about related to this topic. In this activity, you will learn about and become an expert in one mini-topic related to the issue of landmines. You in turn will teach your classmates about your mini-topic and learn from your classmates about their mini-topics. You will begin to understand the problems and solutions to this worldwide problem.

1. You will choose or be assigned a landmine mini-topic. Some mini-topics could include:

- problems with relief assistance to landmine infested areas.
- how landmines affect the quality of life in rural areas (the countryside).
- how landmines affect the quality of life in urban areas (the city).
- what life is like in refugee camps.
- why people in refugee camps have trouble returning home.
- what is a landmine and how it works.
- how and why landmines are used as a weapon of war.
- how a landmine is defused.
- how people who lose limbs get fitted with artificial limbs.
- how people living in countries with landmines learn to be safe.
- the different ways that landmines are planted.
- how landmines affect farming and food production.
- how landmines affect people physically.
- how landmines affect people psychologically.
- the work of the United Nations to ban landmines.
- other organizations working to ban landmines.
- the landmine problem in Angola.
- the landmine problem in Afghanistan.
- the landmine problem in Bosnia-Herzegovina.
- the landmine problem in Cambodia.
- the landmine problem in Croatia.
- the landmine problem in Eritrea.
- the landmine problem in Iraq (Kurdistan).
- the landmine problem in Mozambique.
- the landmine problem in Namibia.
- the landmine problem in Somalia.
- the landmine problem in Sudan.
- the international treaty to ban landmines.
- the position of the United States on a total ban on landmines.

Research your topic. To learn about current issues, you may need to use the internet (the United Nations Global School Bus has a website all about landmines), computer resources with current magazine or newspaper articles, printed magazine and/or newspaper articles, government publications on the topic, and books on landmines and countries. Your public library is always a great place to start.

2. Write about your topic. You will need to find 3 to 10 interesting facts about your Landmine Mini-Topic. You will need to write down the facts and where you found them, edit them, revise them, and publish them on note cards. Also, keep a bibliography of where you found your facts.

3. Present your information. You will put your published facts on a poster board with your mini-topic title and at least one illustration, diagram or map.

4. Share your information as an "expert in the field." You will share your topic with your classmates. You should answer any questions with as much authority as you can.

5. Your work will be displayed in the room for future landmine projects.

Writing a Persuasive Letter to a Public Official Regarding the Elimination of Landmines

For this activity, you will share your concerns with a public official about landmines in other countries. Using the information that you and your class have collected on landmines, you will need to draft, revise, and publish a letter that will persuade the person that landmines need to be banned.

When you write a letter to a public official, you need to write a courteous letter that focuses on the facts rather than the emotions of your topic. Even though you may feel strongly, your letter needs to address that problem and the action you would like to see in business-like terms. Please share your letter with your parent or guardian before actually putting it in the mail.

Your letter should follow standard letter format and follow all appropriate conventions for publication (like correct spelling, punctuation, etc.).

The body of your letter should contain:

- your opinion about the landmine problem.
- at least three facts that support your opinion.
- an action you would like the public official to take.

Guidelines for Writing a Letter to a Public Official

The HEADING contains the date the letter is written and the complete address of the person who is sending the letter:

Your Name
Street Address
City, State Zip Code
Date

The SUBHEADING contains the name and address of the person or organization that is receiving the letter:

Ambassador _____
Title
Street Address (UN Plaza)
City, State Zip Code

The GREETING addresses the person to whom you are writing:

Dear _____

The BODY of the letter includes an introduction that states the purpose for writing the letter. Include your opinion, three facts that support your opinion, and an action you would like the public official to take. It includes a courteous conclusion.

The CLOSING connects the ending of the letter with a phrase such as "Sincerely yours" or "Respectfully"

The SIGNATURE is your handwritten name with your name typed under it. The rest of the letter is typed.

Student Directions for Writing a Letter to the Editor about Landmines

For this activity, you will write a letter to the editor of a publication to increase public awareness of the problems with landmines in other countries. Your letter will focus on the human problems and violations of human rights in countries with landmines.

Letters to the editor express the opinions of individuals about an issue. The letters express the strong emotions and opinions of the writer. The purpose of your letter will be to persuade and inform the general public about the real human costs of landmines in other countries.

Drawing on the ideas you developed during your discussion of the "United Nations Rights of the Child" and the "Stories of Courage and Survival", write a letter to the editor of a publication. Please share your letter with your parent or guardian before actually putting it in the mail.

Your letter should follow standard "letter to the editor format" and follow all appropriate conventions for publication (like correct spelling, punctuation, etc.). the body of your letter should contain:

- How human rights have been violated by the presence of landmines in our world.
- How one person has been affected by the presence of landmines in their life by summarizing one of the "Stories of Courage and Survival."
- Your opinion of landmines and what action you would like other people to take.

Guidelines for Writing a Letter to the Editor

The HEADING contains the date the letter is written and the complete address of the person who is sending the letter:

Your Name
Street Address
City, State Zip Code
Date

The SUBHEADING contains the name and address of the publication:

Name of Publication
Editor's name (if known)
Street Address
City, State Zip Code

The GREETING addresses the person to whom you are writing. In the case of a letter to the editor you write:

Dear Editor,

•The BODY of your letter to the editor will include how human rights have been violated by the presence of landmines in our world, how one person has been affected by the presence of landmines in his or her life by summarizing one of the "Stories of Courage and Survival", and your opinion of landmines and what action you would like other people to take.

The CLOSING connects the ending of the letter with a phrase such as
"Sincerely yours" or "Respectfully"

The SIGNATURE is your handwritten name with your name typed under it.

About the UN Declaration on the Rights of the Child

Shortly after World War II ended and the horror of the war became known to the general public, the United Nations created a document that provided basic protection for all people in the world. This was called the "International Declaration of Human Rights."

Many people felt that children were in a special category and needed extra care and protection. From this concern, the United Nations adopted the "Declaration on the Rights of the Child" in 1959. This worldwide organization agreed on ten principles that acknowledge the special needs of growing children.

United Nations Declaration On the Rights of the Child

Source: *Primary School Kit on the United Nations*

- The right to affection, love, and understanding.
- The right to adequate nutrition and medical care.
- The right to free education.
- The right to full opportunity for play and recreation.
- The right to a name and a nationality.
- The right to special care, if handicapped.
- The right to be among the first to receive relief in times of disaster.
- The right to be a useful member of society and to develop individual abilities.
- The right to be brought up in a spirit of peace and universal brotherhood.
- The right to enjoy these rights, regardless of race, color, sex, religion, national or social origin.

Stories of Courage and Survival

These are stories of people in real situations that the United Nations posted on its Global School Bus website. You may wish to check the website to see if any new ones have been included. Website: http://www.un.org/Pubs/CyberSchoolBus/)

Parwez Khan: A Young Vendor

"Cigarettes! Cigarettes," shouts Parwez Khan to attract the attention of his customers. He hobbles along a dusty road in the southern suburbs of Kabul City where he sells cigarettes from a tray hanging from his neck. The left legs of Parwez Khan's pants are empty.

Khan is an eleven-year-old Afghan boy who attends school in the mornings and sells cigarettes in the afternoon to support his family. Wearing a worn out blue sweater over his gray clothes, he says, "I am a fourth grade student and want to continue my education, even in very difficult times, to become a doctor."

Supporting his body on a crutch, Khan says he thinks he would be able to best serve the needy people in his country by becoming a doctor. Khan is living in a house with his family, who has been raising hens so they can sell the eggs to earn money. "Once when one of the hens was out of the yard," Khan said, "I ran out just a few meters away from my house to catch the hen and bring it back to the yard. Suddenly, something went off."

"I didn't know what happened," Khan recounts in a sad voice. He says, "I was unconscious. My father immediately reached the site and took me to a Red Cross Hospital where I underwent treatment for 35 days."

"I don't know, as an innocent child, what sin I had committed. They took away my little leg and I will never get it back in my lifetime."

Usman: A Computer Programmer

My name is Muhammad Usman Fitrat. I was born in Afghanistan in 1974. I am one of the many young Afghans whose lives are full of tragedy because of the presence of millions of landmines scattered throughout the country. Fourteen years ago, my father fled persecution and sought refuge in Iran. It seemed that misery tracked us down. Three years later in 1985, my mother and cousin fell victim to ruthless killers: landmines. For no crime of their own, they died violently in a mine explosion while coming home from a local health clinic. My mother was indeed one of the most caring and loving mothers in the world. Her presence always shined a light in our lives.

Mines have been planted everywhere - in farms, on public roads and in gardens and houses. I wondered how many of us would lose the Almighty's greatest blessing in such a tragic way, so I thought it would be good for me to bring awareness among the children in the area. I told them not to be intrigued by strange items they see because it could be a mine. Only ten days after the tragic death of my mother, I found that the evil was not over. This time it was I who fell victim to the merciless violence of mines.

One afternoon, I noticed some small pieces of iron behind the wall of our house. They never looked like mines to me. As my mother had always wanted our yard to be clean, I went to remove the junk. The moment I picked up one of the pieces, there was a big bang and then absolute darkness. I was unconscious. In fact, it was a mine I had picked up. It exploded in my hands, costing me both hands and my left eye. Even the vision of my right eye was affected. My grandmother, who saw all this happen, ran to me. She hugged me with my burning clothes. I was bleeding all over. To her I was dead. She called to arrange for the funeral. But the gracious and merciful Almighty kept me alive.

I awoke after a night's unconsciousness. What happened to me? Why couldn't I see? Where were my hands? Why was it so dark? I asked all these questions, but it was too late. What about my dreams, ambitions, and hopes? I wanted to become a doctor. I wanted to treat poor people and vulnerable people. I wanted to serve my country. Instead, my family had to flee the war and migrate to Pakistan.

For me this was the end. I spent most of the time in isolation. However, my family provided me great support. They arranged for my medical treatment and gradually I got back the vision in my right eye. I became even more determined and managed to finish my secondary education. I am now continuing with higher studies. I am now a computer programmer and I work with the blind.

Ghulam Mohammad: A Deminer

Ghulam Mohammad, father of five sons and two daughters, was injured by a mine on February 23, 1994. This testimony was sent to the UN by the Mine Action Center for Afghanistan.

Born in a very happy farmer family in the evergreen Kandahar province of south Afghanistan, Ghulam Mohammad was brought up as an educated child of his small village where very few had the chance to go to school. Soon after his graduation, Ghulam was appointed as a school headmaster in his once peaceful and calm Kandahar province.

He married and started his family life with many hopes of the future with his family. In 1979, his country was invaded by over one hundred thousand foreign troops. The subsequent war left Ghulam, like other Afghans, with permanent wounds. Ten million landmines, the legacy of war, even today pose a serious life threat in about 2000 Afghan villages. Ghulam's native village is one of those.

Meeting the cost of living is a daily challenge faced by all Afghans. This problem is particularly pronounced in mine affected villages such as Ghulam's. As the only breadwinner of his small family, Ghulam joined the country's demining program and was employed with the Mine Clearance planning Agency in early 1992. Working on the front-line of a minefield survey operation, Ghulam was an unlucky witness of the death of many young colleagues during dangerous mine clearance operations. Ghulam was fully aware that, someday, he might face the same fate. But, as he could not find other alternatives for feeding his children, he was forced to face this expected life threat.

As the team leader, Ghulam had to enter the minefield first. Two factors made Ghulam brave enough to face the daily challenge of landmines: he had to save his oppressed people from the devastation of mines and he had to earn a living for himself and his children who waited for him in a tent in a refugee camp in neighboring Pakistan.

Tragedy struck on the early morning of February 23, 1994 at the beginning of the spring season. Ghulam and his team were working on a minefield No- 24/2404/019/004 in Chashma Mohammad Khan village of Maywand District of Kandahar province. Ghulam himself narrates the tragic story of the incident:

"As usual, that morning I again dreamed about going to visit my children very soon after the end of the mission. I even had ideas for lovely gifts for my children, because when I left them last I promised them some. Soon after the start of the minefield boundary marking, I stepped on a Russian PMN anti-personnel pressure mine. All I can recall from that moment is a flash of light and a thunder-like sound, which marked the end of my real beautiful life.

When I first gained consciousness, I was shocked to see my right leg cut. I can't say more about that scene because I can't make it fit the shape of words. Seeing my leg cut, I thought… 'who will look after my family who are waiting for me, not knowing they have just lost their only hope and supporter?' It was here that I broke into tears and felt the most severe pain.

I was lucky that after the incident they airlifted me to the Red Cross hospital in the city of Quetta, in neighboring Pakistan. It was a long and miserable life in the hospital and afterward in my tent in the camp. Pain and amputation on the one hand; unemployment and family survival on the other. In 1996, I was provided with prostheses and took tough exercises to recover my mobility. Then I was given the chance of reemployment in the MCPA survey teams.

I have a message for mine producers:
Would you be kind enough to find another way of making money? I think now you would be better off producing prostheses for hundreds of thousands of mine victims and mine detectors for the 110 million mines of yours that have been used. Be aware that your mines have already targeted you and your children as well… because you made them do so. Before they attack you, stop them, ban them."

Discussion Questions for the United Nations Rights of the Child and Stories of Courage and Survival

In small groups or as a class, discuss the following questions:

1. Discuss the Rights of the Child and apply them to your own life and the lives of other children living in America. What are some ways that the American government ensures that the rights of children are not violated?

2. In countries with landmines, how do landmines violate the rights of children?

3. Why should American people care about landmines when landmines do not directly affect them?

4. In the stories of courage and survival, what characteristics do you admire about the people you read about?

Student Directions
Creating a Poster about Landmines

For this activity, you will create a poster about landmines to increase public awareness of the problems with landmines in other countries. Your poster will focus on the human problems and violations of human rights in countries with landmines.

The purpose of your poster will be to inform others of the real human costs of landmines in other countries. Your poster will be based on the ideas you developed during your discussion of the "United Nations Rights of the Child" and the "Stories of Courage and Survival".

Use your own creativity to make your poster a powerful statement against landmines. Your poster should include:

- A picture that illustrates an incident from "Stories of Courage and Survival".
- Words that explain one or more problems with landmines.
- A slogan or words that call for an end to landmines.

From: *Hidden Killers 1998: The Global Landmine Crisis*

Non-Governmental and International Organizations

(not all-inclusive)

Organization/Agency	Description
Adventist Development and Relief Agency (ADRA) Central Office 12501 Old Columbia Pike Silver Spring, Maryland 20904 Tel: 800 424 ADRA (800 424 2372) Fax: 301 680 6370 e-mail: 104440.2027@compuserve.com http://www.adra.org/	Works to provide development and relief assistance.
Africare 440 R Street, NW Washington, DC 20001 Tel: 202 462 3614 Fax: 202 387 1034 e-mail: Africare@africare.org http://www.africare.org	Private, non-profit organization that assists families in 35 African countries through self-help programs.
American Friends Service Committee (AFSC) 1501 Cherry Street Philadelphia, Pennsylvania 19102 Tel: 215 241 7000 Fax: 215 241 7275 e-mail: afscinfo@afsc.org http://www.afsc.org	Quaker organization committed to humanitarian service.
AUSTCARE Locked Bag 15 Camperdown, N.S.W. 2050, Australia Tel: (02) 9565 9111 Fax: (02) 9550 4509 e-mail: info@austcare.com.au http://www.austcare.com.au/	Mobilizes support for refugees and displaced people throughout the world, helping them survive and achieve better lives.
Cambodia Trust The Rookery Adderbury, Banbury Oxon, UK Tel: (44) 1295 810993 Fax: (44) 1993 [illegible]13244 e-mail: camtrust@atlas.co.uk	Specializes in delivering high-quality prosthetic and orthotic services to victims of conflict in Cambodia.
Canadian Association For Mine and Explosive Ordnance Security (CAMEO) 1009 Oak Crescent Cornwall, Ontario Canada K6J 2N2 Tel: 613 936 6815 Fax: 613 936 6635	Non-profit charitable society that provides humanitarian landmine clearance and EOD services in war-torn societies.

Canadian International Demining Centre (CIDC) P.O. Box 86 Sydney, Nova Scotia Canada B1P 6G9 Tel: 902 539 2802 (888 236 4646) Fax: 902 539 3224 e-mail: cidc@atcon.com http://eagle.uccb.ns.ca/demine/	Provides mine awareness, landmine clearance services, and training in support of NGOs and governments working in landmine-contaminated areas.
CARE 151 Ellis Street, Northeast Atlanta, Georgia 30303-2439 Tel: 800 521 CARE Fax: 404 577 6271 e-mail: infor@care.org http://www.care.org	Seeks to relieve human suffering, provide economic opportunity, build sustained capacity for self-help, and affirm the ties of human beings everywhere.
Carnegie Corporation of New York 437 Madison Avenue New York, New York 10022 Tel: 212 371 3200 Fax: 212 223 9873 http://www.carnegie.org	Promotes the advancement and diffusion of knowledge and understanding.
Catholic Relief Service 209 W. Fayette St. Baltimore, Maryland 21201-3443 Tel: 800 736 3467 e-mail: webmaster@catholicrelief.org http://www.catholicrelief crs.org/	Provides emergency and long-term assistance to the poor.
CIETinternational, Community Information and Epidemiological Technologies 511 Avenue of the Americas, #132 New York, New York 10011 Tel: 212 242 3428 Fax: 212 242 5453 e-mail: 102511.2527@compuserve.com http://www.ciet.org	Non-profit NGO of professionals from a variety of disciplines, including epidemiology, medicine, law, and the social sciences.
Community Aid Abroad Trading Pty Ltd 328 Murray Street, Corner Queen Street Perth, WA 6000, Australia Tel: (61) 9321 3784 Fax: (61) 9231 3784 http://www.perthwa.com.au/comaidabroad	Independent, non-profit organization with broad support of individuals and community-based groups that works to eliminate poverty and achieve justice.
Disabled Peoples' International (DPI) 101 7 Evergreen Place Winnipeg, Manitoba Canada R3L 2T3 Tel: 204 287 8010 Fax: 204 284 2598 e-mail: dpi@dpi.org http://www.escape.ca/~dpi	Promotes the human rights of people with disabilities through full participation, equalization of opportunity and development.

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European Union (EU) Delegation of the European Commission to the U.S. 2300 M Street NW Washington, DC 20037 Tel: 202 862 9500 Fax: 202 429 1766 http://www.europa.eu.int	Institutional framework for the construction of a united Europe. Fifteen countries are members of the EU, and some 370 million people share its common institutions and policies.
Handicap International 14, Avenue Berthelot 69361 Lyon, Cedex 07, France Tel: (33) 1 45 88 88 88 Fax: (33) 1 43 14 8707 e-mail: handicap.international.be/*a* infoboard.be http://www.handicap-international.org	Promotes autonomy and genuine integration of handicapped persons in the community by looking for medical and technical solutions.
Human Rights Watch 350 Fifth Avenue, 34th Floor New York, New York 10118-3299 Tel: 212 290 4700 Fax: 212 736 1300 e-mail: hrwnyc/*a*hrw.org http://www.hrw.org	Enlists the public and the international community to protect the human rights of people around the world.
Humanity Dog AB Sandsborgsvägen 50 122 88 Enskede, Sweden Tel: (46) 8 39 9000 Fax: (46) 8 39 9439 e-mail: webmaster/*a*humanitydog.se http://www.humanitydog.se/ foretag	Trains landmine-detecting dogs.
International Committee of the Red Cross (ICRC) 19, Avenue de la Paix 1202 Geneva, Switzerland Tel: (41) 22 734 60 01 Fax: (41) 22 730 28 99 http://www.icrc.org	Helps victims of war and internal violence, attempting to ensure implementation of humanitarian rules restricting armed violence.
International Crisis Group (ICG) 3 Catherine Place London, SW1E 6DX, UK Tel: (44) 171 630 5673 Fax: (44) 171 931 8617 e-mail: icg/*a*tmg.co.uk http://www.intl crisis group.org	Private, multinational organization that seeks to provide international policy makers with objective information, analysis and ideas to help head off impending crises in unstable parts of the world.
International Physicians for the Prevention of Nuclear War (IPPNW) 129 Rogers Street Cambridge, Massachusetts 02142 Tel: 617 868 5050 Fax: 617 868 2560 e-mail: ippnwbos/*a*igc.apc.org http://www.healthnetorg/IPPNW	Global federation of national physicians' organizations dedicated to safeguarding health through the prevention of war.

International Rescue Committee, Inc. (IRC) 122 East 42nd Street, 12th Floor New York, New York 10168-1289 Tel: 212 511 3000 Fax: 212 551 3180 http://www.intrescom.org/	Non-profit, nonsectarian voluntary organization providing relief, protection, and resettlement services for refugees and victims of oppression or violent conflict.
Landmine Survivors Network 700 13th Street, Northwest, Suite 950 Washington, DC 20005 Tel: 202 661 3537 Fax: 202 661 3529 e-mail: lsn@landminesurvivors.org http://www.landminesurvivors.org	Created by American landmine survivors to help landmine victims and to prevent new victims from joining their ranks.
Landmines Project Open Society Institute 900 17th Street, Northwest, Suite 950 Washington, DC 20006 Tel: 202 496 2406/ 2409 Fax: 202 955 5322 e-mail: landmines@osi.dc.org	Grant-making program supporting public awareness and education programs regarding landmines.
Lutheran World Relief 390 Park Avenue South New York, New York 10016 Tel: 212 532 6350 Fax: 212 213 6081 e-mail: lwn@lwr.org http://www.lwr.org	Works to help people overcome poverty and secure better livelihoods.
Marshall Legacy Institute 1000 North Payne Street, Suite 200 Alexandria, Virginia 22202 Tel: 703 836 4747 Fax: 703 548 4677	Develops action-oriented projects to counteract conditions and forces that nurture instability and foster violence. For 1998, develop technologies and information products that mitigate the effects of the global landmine problem.
Medecins sans Frontieres USA, Inc. (Doctors Without Borders, USA, Inc) 6 East 39th Street, Eighth Floor New York, New York 10016 Tel: 212 679 6800 Fax: 212 679 7016 e-mail: dwb@newyork.msf.org http://www.dwb.org	Private, nonprofit, international humanitarian organization whose objective is to provide medical relief to populations in crisis.
Medico International Obermainanlage 7 60314 Frankfurt am Main, Germany Tel: (49) 69 944380 Fax: (49) 69 436002 e-mail: medico_international@t online.de http://home.t online.de/home/medico.de	Charitable organization involved in providing medical aid to Third-World countries.

Mennonite Central Committee (MCC) 21 South 12th Street, P. O. Box 500 Akron, Pennsylvania 17501-0500 Tel: 717 859 1151 e-mail: mailbox@mcc.org http://www.mennonitecc.ca/mcc/programs/peace/land_mines.html	Involved in food relief, agriculture, health and education, social services and assistance programs.
Mine Victims Fund (MVF) 977 Seminole Trail, Suite 226 Charlottesville, Virginia 22901 Tel: 804 979 1634 Fax: 804 979 1780	Provides long-term funding to organizations working on behalf of mine victims and other disabled persons. Affiliated with MVF UK.
Mine Warfare Association (MINWARA) 6802 Silver Ann Drive Lorton, Virginia 22079 Tel: 703 855 4260 Fax: 703 550 8276 e-mail: joemolitoris@worldnet.att.net http://www.minwara.org	Non-profit organization devoted to education and raising the awareness about mines.
Mines Action Canada 208 145 Spruce Street Ottawa Ontario Canada K1R6P1 Tel: 613 233 1982 Fax: 613 233 9028 e-mail: info@minescationcanada.com http://www.minesactioncanada.com	Coalition of more than 40 Canadian-based development, social justice, faith, health, labor, peace, disabled people's support groups, educational, legal, and disarmament organizations.
Mines Advisory Group (MAG) 54a Main Street Cockermouth Cumbria CA 13 9LU, UK Tel: (44) 1 900 828 580 688 Fax: (44) 1 900 827 088 http://www.mag.org.uk	Dedicated to eradicating landmines and UXO in order to save lives and return land to subsistence farming.
Norwegian People's Aid (NPA) P.B. 8844 Youngstorget 1 0028 Oslo 1, Norway Tel: (47) 2 233 1590 Fax: (47) 2 233 3353 e-mail: npaid@npaid.no http://www.npaid.no	International activities include long-term development assistance, health care, psycho-social assistance, human rights, emergency assistance, rehabilitation, medical aid, mobile clinics, mine clearance, and mine awareness programs.
Open Society Institute Landmines Project 900 17th Street, Northwest, Suite 950 Washington, DC 20006 Tel: 202 496 2406 Fax: 202 955 5327 e-mail: landmines@osi_dc.org	Grantmaking program supporting public awareness and education regarding the landmine crisis.

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Operation USA 8320 Melrose Avenue, Suite 200 Los Angeles, California 90069 Tel: 213 658 8876 Fax: 213 653 7846 e-mail: opusa@opusa.org http://www.opusa.org	Assists developing communities in addressing the creation of sustainable health, nutrition, and disaster response programs.
Organization of American States (OAS) 17th Street & Constitution Avenue Washington, DC 20006 Tel: 202 458 3000 e-mail: info@oas.org http://www.oas.org	Its purpose is to strengthen the peace and security of the continent and to promote economic, social, and cultural development.
Patrick J. Leahy War Victims Fund Office of Health and Nutrition, USAID Ronald Reagan Building, Room 3.07 010 Washington, DC 20523-3700 Tel: 202 712 5725 Fax: 202 216 3702 e-mail: Lfeinberg@usaid.gov http://www.info.usaid.gov/	Contributes to improving the lives of civilians who have sustained physical disabilities as a result of war, civil strife, or natural disasters.
Physicians Against Land Mines (PALM) The Merchandise Mart, Suite 4 104 200 World Trade Center Chicago Chicago, Illinois 60654 Tel: 312 832 1133 Fax: 312 832 1184 http://www.banmines.org	Gives physicians, health-care workers, and people of conscience the opportunity to make a difference in the fight against landmines.
Physicians for Global Survival http://www.healthnet.org IPPNW	See IPPNW
Physicians for Human Rights (PHR) 100 Boylston Street, Suite 702 Boston, Massachusetts 02116 Tel: 617 695 0041 Fax: 617 695 0307 e-mail: phrusa@phrusa.org http://www.phrusa.org	Organization of health professionals, scientists, and concerned citizens using knowledge and skills of the medical and forensic sciences to investigate and prevent violations of human rights and international law.
Project Ploughshares Institute of Peace and Conflict Studies Conrad Grebel College Waterloo, Ontario Canada N2L 3G6 Tel: 519 888 6541 Fax: 519 885 0806 e-mail: plough@watserv1.uwaterloo.ca http://watserv1.uwaterloo.ca/~plough	Undertakes policy research, education, and advocacy programs to promote the peaceful resolution of political conflict, demilitarization, and security.

Prosthetics Outreach Foundation (POF) 726 Broadway, Suite 306 Seattle, Washington 98122 Tel: 206 729 1636 Fax: 206 726 1637 e-mail: pofsea@aol.com http://www.cyberspace.com/~pdf	Primary focus is the implementation of the Automated Fabrication of Mobility Aids (AFMA) prosthetic limb production system in the developing world.
Radda Barnen/Swedish Save The Children Torsgaten 4 107 88 Stockholm, Sweden Tel: (46) 8 698 90 00 Fax: (46) 8 698 90 14 e-mail: info@rb.se http://www.rb.se	Works to protect the rights of children. Is the current chair of the International Save the Children Alliance, which supports a variety of programs in more than 100 countries.
Refugees International 2639 Connecticut Avenue NW Suite 202 Washington, DC 20008 Tel: 202 828 0110 Fax: 202 828 0819 e-mail: ri@refintl.org http://www.refintl.org	Provides early warning in crises of mass exodus and serves as the advocate of refugees.
Save the Children USA U.S.A. Headquarters 54 Wilton Road Westport, Connecticut 06881 Tel: 203 221 4045 Fax: 203 221 4082 http://www.savethechildren.org/	Works with families and communities in more than 35 developing nations around the world to protect the rights of children. Affiliated with International Save the Children Alliance.
Stiftung Menschen gegen Minen e.V. (MgM) (Humanitarian Foundation of People Against Landmines) Diessemer Bruch 150 47805 Krefeld, Germany Tel: (49) 2151 555755 Fax: (49) 2151 511448 e-mail: germany@mgm.org or info@mgm.org http://www.mgm.org or http://www.landmine.org	Non-profit organization involved in a variety of demining activities.
Stiftung Sankt Barbara Barbarahof, Kreutzen 17 29633 Munster, Germany Tel: (49) 50 55 8900 Fax: (49) 50 55 5053 http://www.dsk.de/rds/20013.htm	Mine organization involved in mine awareness, rehabilitation of injured, and infrastructure rebuilding.
Swiss Federation for Mine Clearance (FSD) Impasse Praz Michaud 2 1753 Matran, Switzerland Tel: (41) 26 400 0834 Fax: (41) 26 400 0832	Mine clearance organization.

Swiss Foundation for Landmine Victim Assistance c/o Swiss Campaign Against Anti-Personnel Landmines 4 Place de la Mairie 1256 Troinex/Geneva, Switzerland Tel and Fax: (41) 22 328 0173	Victim assistance organization.
The Diana, Princess of Wales Memorial Fund Kensington Palace London W8 4PU, UK Tel: (44) 171 440 7058/7071 Fax: (44) 171 831 8933 http://www.natwest.com/worldpay/	Charitable trust set up after Princess Diana's death to support charities that the Princess promoted.
The HALO Trust (Hazardous Areas Life Support Organisation) 804 Drake House, Dolphin Square London SW1V 3NW, UK Tel: (44) 171 821 9244 Fax: (44) 171 834 0198	Non-political, non-religious British charity that specializes in the removal of the debris of war.
United Nations Department of Humanitarian Affairs Mine Clearance and Policy Unit United Nations, S 3600 New York, New York 10017 Tel: 212 963 4635 Fax: 212 963 1312 http://www.un.org/Depts/Landmine/	Serves as the UN's focal point for coordinating humanitarian mine clearance and related activities.
United Nations Association of the USA (UN USA) Adopt a Minefield 801 Second Avenue New York, New York 10017-4706 Tel: 212 907 1300 Fax: 212 682 9185 e-mail: unahq@unusa.org http://www.unausa.org	Non-profit, non-partisan organization dedicated to enhancing U.S. participation in the UN system.
United Nations Children's Fund (UNICEF) 3 United Nations Plaza New York, New York 10017 Tel: 212 326 7000 e-mail: netmaster@unicef.org http://www.unicef.org	Advocates and works for the protection of children's rights, to help the young meet their basic needs, and to reach their full potential.
United Nations Demining Database Chief, Mine Action Service Department of Peacekeeping Operations Room DC1 1584 United Nations New York, New York 10017 Tel: 212 963 1875 Fax: 212 963 2498 e-mail: mineclearance@un.org http://www.un.org/Depts/Landmine	Plans and advises on mine clearing activities carried out under UN auspices and maintains contact with governments and organizations that participate in or contribute to these activities.

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United Nations High Commissioner for Refugees (UNHCR) CP 2500 1211, Geneva 2 Depot, Switzerland e-mail: webmaster@unhcr.ch http://www.unhcr.ch	Provides protection and assistance to the world's refugees.
United Nations Non-Government Liaison Service Room 6015 866 UN Plaza New York, New York 10017 e-mail: ngls@nywork2.undp.org http://www.un.org/MoreInfo/ngo.link/welcome.htm	As the number and role of NGOs expand, the UN strives to maintain liaison through this service.
United Nations Office for Project Services 220 East 42d Street, 14th Floor New York, NY 10017 Tel: 212 906 6500 Fax: 212 906 6501 e-mail: unops@undp.org	Principal provider for integrated mine action programs. Supports the implementation of mine action programs in collaboration with other concerned agencies.
Vietnam Veterans of America Foundation (VVAF) 2001 S Street, NW Washington, DC 20009 Tel: 202 483 9222 Fax: 202 483 9312	International humanitarian, advocacy, and educational organization dedicated to providing assistance to the innocent victims of war.
War Child P.O. Box 100 Salisbury, Wilts, UK Tel: (44) 171 916 9276 Fax: (44) 171 916 9280 e-mail: warchild@cyber.nl http://www.warchild.org	Founded with the aim of alleviating the suffering of children in regions of conflict around the world.
World Bank Group 1818 H Street, Northwest Washington, DC 20433 Tel: 202 477 1234 http://www.worldbank.org	Provides loans, technical assistance, and policy guidance to developing countries to reduce poverty and improve living standards.
World Emergency Relief P.O. Box 1518 Carlsbad, California 92018 Tel: 619 930 8001 Fax: 619 930 9085 http://www.reliefnet.org/rnet/wer.html	International fellowship of Christians helping needy people.
World EOD Foundation 33a Church Road Watford Herts. WD1 3PY UK http://www.eod.org e-mail: info@eod.org	Works to provide relief to those injured by explosive devices.

World Food Program (WFP) Via Cesare Giulio Viola, 68 Parco dei Medici Rome 00148, Italy Tel: (39) 06 6513 1 Fax: (39) 06 6590 632/637 http://www.unicc.org/wfp/	Provides food aid to save lives in refugee and other emergency situations; improves nutrition and quality of life of the most vulnerable people at critical times in their lives; and helps build assets and promote the self reliance of poor people and communities, particularly through labor-intensive works programs.
World Health Organisation 20 Avenue Appia 1211 Geneva, Switzerland Tel: (41) 22 791 2111 Fax: (41) 22 791 0746 e-mail: info@who.ch http://www.who.ch	Strives to attain the highest possible level of health for all people.
World Rehabilitation Fund 386 Park Avenue South, Suite 500 New York, New York 10016 Tel: 212 725 7875 Fax: 212 725 8402 e-mail: wrfnewyork@msn.com http://www.worldrehabfund.org	Non-profit organization of physicians, therapists, technicians, and specialists dedicated to relieving the misery caused by war, natural disaster, and disease.
World Vision 800 Chestnut Avenue Monrovia, California 91016-3198 http://www.wvi.org	International Christian organization that works with the poor.

From: *Hidden Killers 1998: The Global Landmine Crisis*

Information Resources

(not all inclusive)

Organization/Agency	Description
Amputee Web Site and Amputee Listserv http://www.harbour.com/commorgs/amputee/amputee.html	Fosters communication among amputees, prosthetists, and family members.
Bonn International Center for Conversion (BICC), GmbH An der Elisabethkirche 25 53113 Bonn, Germany Tel: (49) 228 911 960 Fax: (49) 228 24 12 15 e-mail: bicc@bicc.uni-bonn.de http://bicc.uni-bonn.de	Independent non-profit organization that supports and promotes the process by which people, skills, technology, equipment, financial, and economic resources are shifted from the military sector toward alternative, civilian purposes.
Center For Humanitarian Demining Science Applications International Corporation 1710 Goodridge Drive McLean, Virginia 22102 Tel: 703 448 6405 Fax: 703 821 2038 e-mail: Barry.A.Walrath@cpmx.saic.com	Orchestrates technological and database support services for demining-related activities of governments, non-governmental and private voluntary organizations, and commercial demining companies.
Demining Technology Center LAMI-EPFL CH-1001 Lausanne, Switzerland Tel: (41) 21 693 1111 Fax: (41) 21 693 5263 http://diwww.epfl.ch/lami	Multidisciplinary group oriented toward hardware development and applications such as microprocessor systems, sensor subsystems, autonomous mobile robots, simulations, and virtual representations.
Electronic Development and Environment Information System (ELDIS) British Library for Development Studies University of Sussex Brighton, BN1 9RE, UK Tel: (44) 127360621 Fax: (44) 127362122 691647 e-mail: blds@sussex.ac.uk http://www.ids.ac.uk/eldis	Gateway to demining-related information sources on development and the environment available via the Internet.
Global Information Networks in Education (GINIE) Interagency Working Group for Humanitarian and Refugee Education University of Pittsburgh Institute for International Studies in Education School of Education 5K01 Forbes Quadrangle Pittsburgh, Pennsylvania 15620 Tel: 412 624 1775 Fax: 412 624 2609 http://www.pitt.edu/~ginie	Contributes to the provision of educational services to citizens or refugees from nations in transition, by assisting governments, international organizations, and NGOs to draw on their collective past experience in order to fashion appropriate interventions.

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Humanitarian Demining Information Center(HDIC) James Madison University University Boulevard Harrisonburg, Virginia 22807 Tel: 540 568 2756 Fax: 540 568 8176 e-mail: barlowdc@jmu.edu http://www.hdic.jmu.edu	Brings together governments, international organizations, NGOs, private voluntary organizations, corporate associates, and academics to share information and leverage resources to deal with the global landmine problem.
Mine Web http://www.mineweb.org	Menu of information options regarding Bosnia, NATO, military operations, and landmines.
OneWorld Broadcasting Trust/OneWorld Online Hedgerley Wood, Red Lane Chinnor, Oxon, OX9 4BW, UK Tel: (44) 1494 481 629 Fax: (44) 1494 481 751 e-mail: justice@oneworld.org http://www.oneworld.org	Partnership of more than 100 organizations working for human rights and sustainable development.
ReliefNet™ e-mail: reliefnet@reliefnet.org http://www.reliefnet.org	Non-profit organization dedicated to helping humanitarian organizations raise global awareness and encourage support for relief efforts via the Internet.
Safe-Lane Department of Foreign Affairs and International Trade Canada e-mail: apmines@extott08.x400.gc.ca http://www.mines.gc.ca	Promotes the efforts that Canada and the international community are undertaking to address the humanitarian crisis caused by anti-personnel landmines.
United States Army Communications and Electronics Command Night Vision and Electronic Sensors Directorate AMSEL-L-RD-NV-CD-ES 10221 Burbeck Road Fort Belvoir, Virginia 22060-5806 Tel: 703 704 1086 Fax: 703 704 3001 http://www.demining.brtrc.com	Humanitarian demining website designed to raise awareness on the policy, problems, solutions, and effects of landmines.
United States Army Engineer School Countermine Training Support Center (CTSC) Humanitarian Demining Training Center Fort Leonard Wood, Missouri 65473 Tel: 573 563 6199 Fax: 573 563 5051 e-mail: swiftj@wood.army.mil http://www.wood.army.mil/DTLE/ctse.htm	Develops doctrine, training and leader support packages covering countermine, UXO awareness, and humanitarian demining operations for conventional Army and special operations forces.
Victoria University of Wellington Centre for Strategic Studies P.O. Box 600 Wellington, New Zealand Tel: (64) 4 471 5350 Fax: (64) 4 495 5056 http://www.vuw.ac.nz/css/Mines/	Provides a focal point for research and discussion of New Zealand's strategic security environment.

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To order send a check for $25 payable to "Digital Generations Systems", along with a request for the film on school letterhead. Indicate your preference for an NTSC version of the Film 335 (The Silent Shout) in English. Send your order to

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